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ABSTRACT

Lists of issues and research questions related to high school journalism, synthesized from survey responses of 21 journalism educators and from articles published in seven major journalism publications from 1974 through 1979, are presented in this paper. Questions are arranged according to four major categories, and questions from the literature and from the surveyed educators are listed separately. The four categories and some of their subdivisions are as follows: (1) student publications and the journalism class--publication content and format, staffing, evaluation of publications, business policies, effectiveness of the journalism program, and alternatives to traditional journalism experiences. (2) the publication adviser and journalism teacher--teaching methods and problems, adviser and teacher roles, sources of assistance, and adviser qualifications. (3) adviser and teacher training--the quality and content of training programs, and contact between teacher-trainers and advisers of teachers. (4) legal and ethical issues--the environment in which student publications are published, censorship guidelines and policies, sources of information and assistance, and the extent of legal and ethical problems. The paper concludes by summarizing concerns and research needs related to high school journalism. (GT)

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A Research Agenda for Journalism in the Secondary Schools

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"The essential probings of communication research to establish new insights and validate new methods are caught between the inscrutable language of the researcher and the stubbornness with which old concepts persist after they are disproved."[1]

* * * * * *

Rationale

When Captive Voices was published six years ago[2] it was both praised and condemned, as befitting any groundbreaking work. Its attempt to assess the state of high school journalism in America was said to be too negative in tone and based on faulty data collection.[3] In 1976[4] and again in 1979[5] individuals followed up Captive Voices, and even those assessments were criticized.[6]

But Captive Voices may have done for high school journalism what the 1969 U.S. Supreme Court landmark of Tinker v. Des Moines Independent School District[7] did for student rights. Tinker did not give the school personnel, or even the lower courts, a neat package or a clear message, but it did offer enough incentive that thousands of schools became more "constitution conscious."

The tone of finality in both Tinker and Captive Voices is deceiving. Each is a point of departure, an impetus of sorts. Lower courts since 1969 have refined Tinker somewhat. But who has refined Captive Voices, clarifying the condition of high school journalism? If no students had gone to court after 1969 to test the parameters of Tinker, student rights would not be what they are today. But what have journalism educators done about other concerns of scholastic journalism? What issues are being examined? Which problems remain?

This paper addresses these questions by presenting an assessment of perceived research needs related to high school journalism. The list of issues and research questions is not exhaustive, but reflects concerns raised

in recent publications on scholastic journalism or by the journalism educators most likely to conduct the research in this area. By identifying questions that still plague high school journalism and student publications, perhaps some direction can be given to future researchers and would-be researchers can be enticed to more clearly define the terrain sketched broadly in Captive Voices.

Methodology

Two sources were used to identify research topics. First, the seven major scholastic journalism publications were examined for the years 1974 through 1979. Four of the seven--Quill and Scroll, Scholastic Editor, Photolith, and The School Press Review--are directed both to student journalists and the adviser/journalism teacher. Two others--Communication: Journalism Education Today and The CSPAA Bulletin--are for advisers or journalism teachers. The Bulletin is from the Columbia Scholastic Press Advisers Association. The College Press Review was examined for problems identified or researched at the college level that might as appropriately be examined within the high school context.

These publications, especially those for both adviser/teacher and student, are designed to help their readers deal with the journalism demands and problems they face each day. Discussion of these current problems often evolves from the personal experiences of the authors rather than from a base of empirical data. Nonetheless, these journals provide the most effective conduit available for communicating with those intimately involved with scholastic journalism. The publications reveal timely and practical concerns, suggest what research is needed to help resolve those immediate problems, and provide an important vehicle for conveying research results to affected persons.

Implicit in this synthesis is the realization that advisers and teachers caught in the crisis-a-day world of student publications do not have, or will not take, the time (and may not feel they have the skills) to do the empirical research on the "state of the art" or the resolution of related problems. That leaves those charged with preparing journalism teachers and publication advisers--college and university educators--with the burden of providing the needed research. Most of these journalism educators have the technical skills of the high school adviser and teacher, but are a step removed from the daily pressures of producing a publication and consequently are more interested in contextual or theoretical concerns.

Research topics dealing with the pragmatic and problematic are best identified by examining the journals. College and university journalism educators should be helpful in identifying philosophical and theoretical questions. With this in mind, all 72 members of the Secondary Education Division of the Association for Education in Journalism (AEJ) were sent a one-page questionnaire in February of 1980. These members, most of them at colleges or universities, were asked to identify "the most important research questions that need to be asked--and answered--regarding secondary school journalism and/or student publications." They also were asked to identify "scholastic journalism-related research projects" they either were considering or were involved with. Twenty-one respondents identified 59 issues or questions that call for research. Eleven of the respondents said that they either were doing, or considering doing, research on one or more of the 59 issues.

The following, then, is a synthesis of the practical and theoretical research topics suggested by journalism educators and the authors of articles in scholastic journalism publications during the past six years. For clarity, the questions are subdivided within four categories, and questions from the literature and from the surveyed educators are listed separately.

Suggested Research

Research questions can be classified into four general, somewhat overlapping categories:

1. Student publications and the journalism class: concerns dealing with the production of a high school newspaper or yearbook or the composition of a journalism or mass media class.

2. The publication adviser and journalism teacher: concerns of the adviser and teacher in carrying out responsibilities related to those jobs.

3. Adviser and teacher training: concerns related to the preparation of publication advisers and journalism or mass media teachers.

4. Legal and ethical issues: concerns advisers, teachers, students, and publication staffs have in dealing with legal and ethical issues.

Student Publications and the Journalism Class

In this category, problems of financial instability and insufficient staff were the most common research topics suggested by the magazine articles examined. Financial problems facing both newspapers and yearbooks were discussed, and suggestions for recruiting and retaining staff members were offered, but with two exceptions, little empirical research was found to have been done in either area. Other topics cited in at least three journal articles but lacking empirical bases are trends in and the value of yearbooks, a definition of news in a way that includes relevant off-campus events and phenomena, and evaluation of the rating services.

Although the journals included more articles that fit into this category than into the other three--the adviser/teacher, training advisers/teachers, and legal and ethical concerns--there was relatively little evidence of empirical research in such articles printed during this time.

Isolated instances of research-based findings concerned measurement o

readability, proportion of space devoted to women's sports and recreation, yearbook content analysis, evaluation of leads, and the extent of student purchasing power. Two or three studies of how newspapers dealt with politics and threatened financial cutbacks constituted the extent of empirical research identified.

The journal articles suggested research topics in five areas of student publications and journalism class procedures: content and news gathering, staffing, evaluation, business policies, and the journalism class.

Content: Questions here concern changes in the content and format of the student publications in primarily descriptive terms.

1. How are the school newspaper and yearbook changing, and with what effect?

2. How is "news" defined by publication staffs in schools and on newspapers of different sizes and in different locales?

3. How is off-campus news dealt with in the school newspaper?

4. Is political coverage in the student media related to the political behavior of young people?

5. To what extent have sports pages changed to reflect the increase in women's athletics?

6. What does a content analysis of editorials in the school newspaper reveal about topics covered and positions held?

7. What do content and advertising policies consist of and how effective are they?

8. Are staffs using surveys to improve their publications? source feedback to check accuracy? readership surveys? What has been the result of such use?

9. How effective and extensive are issue-oriented content surveys?

10. How extensively has the magazine format been adopted by school newspapers? What effect has the new format had on content? readership?

11. Who is using the Student Press Service, how are they using it, why, and with what effect?

Staff: The practical problem of attracting and keeping, encouraging, and enriching the publication staff continues to be a source of research topics:

1. What recruiting techniques are most effective, and under what circumstances?

2. What are staffs doing to effectively boost and sustain morale?

3. Is the increasing number of employed students affecting publications staffs? If so, how is the problem being effectively dealt with?

4. How useful are summer workshops? What are specific strengths and weaknesses?

5. What is the role of the local or regional workshop? How do these compare in attendance, content, and receptiveness with state and national sessions?

6. Where and under what circumstances are members of the professional media working with student journalists in the schools?

7. How extensive and effective are internships for high school students? Are the media willing to cooperate? students to participate? Why?

Evaluation: Part of keeping the staff, and keeping it happy, is striving to improve the publication and journalism program. Several research topics were suggested that relate to this concern:

1. What does one learn by examining, through a case study of a student publication, the school newspaper or yearbook within the context of the school and community?

2. What are the most common publication problems cited by rating service judges?

3. How do students and advisers feel about the rating services and what are the services doing to deal with identified concerns?

4. What should be the role of regional, state, and national school press organizations? How valuable are they? Why?

5. How do advisers and teachers feel about journalism awards programs?

Business: Economic concerns received regular attention in the journalism magazines. Several questions were raised by these articles:

1. How have the student media been able to increase their advertising support?

2. What fund-raising activities have been successful? Why?

3. How are yearbook companies selected? Are there common criteria?

Journalism Class: The journals devoted more attention to student publications than to the journalism class per se. Some of the questions suggested pertain to both the publications and the journalism class. A few specific questions about the journalism class were suggested:

1. What is the purpose of the high school journalism class? Has this role changed in recent years? Why?

2. What does the journalism class or mass media class consist of? How much variety is there from one school to another? Is one type more effective?

3. Has there been a decline in the number of journalism course offerings or student publications? To what do advisers/teachers and school administrators attribute this?

Journalism educators surveyed identified several questions also raised in recent journal articles. Most of the publication- and class-related research topics the educators cited, however, were broader and more contextual than the specific how-to concerns that got most of the attention in the journals. Some were mere extensions of the specific problems to a larger framework.

The research concerns that educators cited most often had to do with the value and benefits of work in scholastic journalism: Does it make one a successful journalist? Is the experience valuable to all students? Are they better writers than those who do not take a journalism class? Do they have a better grasp of the language? Is their work in a good publication program correlated with later success in college and a career? Is journalism an effective alternative to an English class?

Other topics the educators identified in this category had to do with the role of journalism and publications in the school, the effectiveness of the journalism program, alternative to traditional journalism experiences, and journalism class procedures.

Role of Journalism: Concern with assessing the position of journalism and publications in the schools suggested several research questions:

1. Where does journalism belong in the high school curriculum?

2. How do administrators, faculty members, and school board members view scholastic journalism?

3. As a co-curricular activity, how much academic credit is given for publications work? Why?

4. What is the state of journalism in the elementary and junior high schools? Is there any relationship between the existence of such programs and the success of journalism programs in the secondary schools?

5. How does journalism in the public schools compare with journalism in the private schools?

6. Are high school journalism students counseled concerning journalism careers? If so, by whom and how effectively?

Effectiveness: Educators said that more attention should be given to ways of making journalism more qualitatively effective and efficient:

1. To what extent are the products of mass communication technology being applied to the production of today's high school publications? What is the potential for savings?

2. What is the correlation between the quality of a student publication and the extent to which that publication faces financial problems?

3. Can an effective model be developed for readership and readability studies?

Alternatives: With an eye toward limited resources and tighter money in the schools, several educators said that attention should be given to other ways than the newspaper and yearbook to provide journalism experiences.

1. What alternatives to the traditional newspaper and yearbook are available and being used to give students journalism experience and a vehicle for student expression?

2. Is a district-wide newspaper or a community newspaper a feasible alternative to financially-strapped student publications?

3. How available are broadcast opportunities for students? Are facilities available in the high school?

Journalism Class: Several specific concerns about the journalism class brought research suggestions from the educators:

1. How effective are current journalism textbooks? Which are most popular? Why? What are the strengths and weaknesses of current texts?

2. Is the newspaper used in the classroom? If so, how? Is it effective? Is the student newspaper being used in the classroom? If so, how?

The Publication Adviser and Journalism Teacher

The perceived role of the publication adviser and the qualifications of the adviser and journalism teacher have consistently received attention in

the scholastic press journals during the past six years...and no doubt for many years before that. Although the adviser's role and qualifications have been subjects of several empirical studies,[8] the topic continues to be addressed in journal articles and remains a viable research topic in the minds of journalism educators.

Other concerns frequently cited in the literature have been the need for more effective means of grading and evaluating student work, and uses that could be made of media professionals and college and university journalism resources. Specific research questions that evolved from the journal articles fall into one of four areas involving the adviser and journalism teacher: journalism teaching methods and problems, the position and condition of today's adviser, the adviser's role and duties, and sources of assistance for the adviser and teacher.

Teaching Methods: Journal articles suggested the need for empirical help in evaluating the way journalism is taught. Some specific questions are these:

1. What are some common and effective curricular formats for journalism, mass media, and broadcast journalism?

2. Why do advisers and journalism teachers leave those jobs?

3. How do advisers and journalism teachers feel about their jobs and about themselves?

4. What compensation do advisers get for their work with student publications? How does it compare with compensation to other teachers working with other activities?

Roles: The journals suggest giving attention to the specific responsibilities and contributions of the adviser and journalism teacher and to how their roles might be changing.

1. What characterizes a satisfied or effective journalism teacher or publication adviser?

2. How do advisers and teachers perceive their roles? Have their roles changed in recent years? If so, how and why?

3. What role does the publication adviser play in the school's journalism or mass media courses?

4. What specific contributions does an adviser or journalism teacher make to a successful student publication?

5. What threats do journalism teachers and advisers perceive to the effective performance of their duties? How do they cope with these threats?

Assistance: More than just what resources are available for the adviser and teacher, questions remain as to how existing resources are being used.

1. How many advisers/schools belong to a national, state, or regional journalism organization? subscribe to a rating service? Why? What characterizes schools and advisers who belong or participate?

2. How much communication and cooperation exists among advisers and journalism teachers to help them cope with their professional problems?

3. Is there a prototype for a successful regional workshop to aid advisers and journalism teachers?

4. What assistance can the professional journalist offer to journalism teachers or publication advisers?

5. What specific journalism resources (audio-visual, pamphlets, guides, etc.) are available to today's advisers and teachers? Where?

6. What journalism resources are needed by advisers and teachers?

Journalism educators' perceptions of research needed in this area paralleled concerns expressed in the journal articles. In fact, with few

exceptions, the educators identified topics that had been at least alluded to in a journal article. Of continuing concern were the role and qualifications of the publication adviser. Most journalism educators seemed to feel that the focus of attention should be on other areas of scholastic journalism--with the following exceptions:

1. Could the job of adviser be made more attractive so as to mimimize turnover in that position? How?

2. In humanistic terms, what is the role of the adviser?

3. What do administrators look for when they hire journalism teachers and publication advisers?

4. What motivates the teacher to seek a job as a journalism teacher or publication adviser?

5. What legal protection is available for the publication adviser involved in a negotiations or censorship controversy?

6. What are the strengths and weaknesses of the professional journals addressed to high school journalism teachers and advisers?

7. How receptive are journalism teachers and publication advisers to ideas conveyed via professional journals or workshops and conferences? What factors influence their receptiveness?

Although many potential research topics concerning the teacher and adviser remain, no journalism educator surveyed identified a specific problem serious enough to warrant his or her immediate attention. It may be that the educator/researcher believed that the topic had been sufficiently examined or that there were other more pressing concerns that demand attention first.

Adviser and Teacher Training

As one might expect, the topic of teacher training and adviser preparation

interests journalism educators in the colleges and universities. It is of less interest to the majority of journal readers--high school teachers, advisers, and students. Of those articles that were addressed to these concerns, the most frequent topics were certification requirements for teachers and the preparation of advisers and teachers.

In the 300 or so magazines examined for the years 1974 through 1979, fewer than a dozen articles were directly addressed to the issue of teacher training. More than that many references to this area as a fruitful one for research came from the 21 journalism educators who responded to the recent survey. One third of the respondents said that the question of teacher certification was worthy of further research. Three other respondents raised questions pertaining to the qualifications of advisers and two suggested investigation of the teacher/adviser burnout problem.

The specific adviser- and teacher-training research questions generated by the literature review and the educator survey are combined here because the concerns expressed differed in degree, not in kind. Pertinent research questions, which focus on the quality and content of training programs and contact between the teacher-trainers and the teachers/advisers, include the following:

1. How and where are advisers and journalism teachers being trained? in journalism departments? education departments? through workshops?

2. Who is training advisers and teachers? What are the credentials of those preparing teachers and advisers? How recently have these educators been in the high school? worked with high school students?

3. How do the perceptions of the teacher-trainer and the teachers/advisers compare as to the necessary qualifications to be an effective adviser or journalism teacher? How are teachers/advisers being prepared to meet these requirements?

4. How do today's teachers and advisers believe that tomorrow's teachers and advisers should be trained? Where do strengths and weaknesses in teacher preparation lie?

5. How are prospective teachers being prepared to teach reporting, editing, school press law, journalism history, etc.?

6. In what ways can resources and teacher-training techniques be shared among institutions preparing advisers and teachers?

7. How many courses or practicum experiences are available to the would-be adviser or teacher? When are they taken? How many advisers and teachers have had such courses or experiences? What difference does it make?

8. How can teachers and advisers be better prepared for the psychological demands of journalism teaching and advising?

9. What resources are available to help the teacher/adviser avoid burnout?

10. What type of human relations training is offered to advisers and teachers to aid in interpersonal relationships?

11. What are current certification requirements? Are they working? How are they being enforced? What effect have they had on journalism programs in states with stringent certification requirements?

12. What programs are available for advisers and teachers seeking training? Any regional workshops? national internships? resources listing these?

Despite the multitude of important questions, there is evidence in the literature that little more than the extent of certification requirements has been researched. The Secondary Education Division of AEJ has addressed some of these concerns at its semi-annual national meetings and the members who responded in the recent survey expressed concern about the number of unqualified or poorly qualified teachers and advisers. But little research has examined why poorly qualified teachers and advisers are hired or appointed; what, if

anything, is being done to remedy this problem; and, finally, if nothing is being done to improve the certification situation, what is being done instead to improve the quality of advisers and journalism teachers.

Legal and Ethical Issues

Teacher certification was the single concern most often mentioned by the journalism educators asked to identify areas of needed research. But the general area that attracted more attention by these researchers than any other was that of legal and ethical concerns. It also received attention in journal articles, particularly with regard to minority involvement and first amendment rights for advisers and publication staffs.

The need for minorities in journalism classes and on student publications, in fact, was the most often suggested topic both in the literature and on the survey forms returned. At least a half-dozen articles addressed this question from 1974 through 1979. Based on the frequency of journal articles, topics also needing more attention are the value of publication guidelines and codes of ethics and the legal dangers and obligations facing advisers and student journalists.

Several articles on the rights of advisers, the extent of freedom for student publications, and the environment for free expression in the public schools developed from master's or doctoral degree theses. But as the schools and the law continue to change, these issues remain suitable for further study.

Legal and ethical concerns suggested by the literature review can be divided into four groups: those pertaining to the environment of freedom and censorship, censorship strategies, censorship guidelines and policies, and sources of information and assistance.

Environment: Developments in the schools and in the courts since 1974

have prompted the suggestion that there be another look at the context of high school journalism in America. Some specific concerns include these:

1. Under what circumstances are the student media most free of pressure by administrators, school board members, student government, or community groups?

2. How well do the specific findings of Captive Voices regarding censorship and minority participation hold up six years later?

3. How is today's school newspaper published--as part of a class, as an extracurricular activity, as part of the community newspaper--and what are the legal boundaries of each approach?

Strategies: Beyond the determination of the extent to which student journalists are free of or bound by censorship, questions remain concerning ways to minimize restrictive efforts and encourage a free environment:

1. What legal rights do publication advisers have? Does this affect their ability to deal with legal and ethical problems?

2. What strategies have been used effectively in dealing with sensitive issues in the newspaper and yearbook?

3. How effective is the Publications Board in avoiding or resolving censorship or other confrontations regarding publication content? What is the legal status of such a body?

4. How extensive is self-censorship by publication staff members? What contributes to this?

Guidelines: The courts have acknowledged the value of sound procedural guidelines, but there are questions as to the content of such guidelines, the extent of their use, and the effects of having them. The literature review suggested these specific questions:

1. How do staffs, school officials, and advisers define "good taste"?

What content is in "poor taste"? How is material in "poor taste" dealt with? What have the courts said about such material?

2. How common are codes of ethics or publication guidelines? Is their existence related to the absence of censorship controversies?

3. What makes a set of publication guidelines constitutionally sound? Do existing sets of such guidelines meet these standards?

4. How much awareness is there of the current copyright laws? Is there evidence, via content analysis, of abuse of these laws?

5. How can awareness of the law be increased, according to publication advisers and school administrators?

Assistance: Journal articles dealing with legal and ethical concerns logically focused on reasons to defend free speech and how to avoid censorship problems. An implied need is more research about steps to take for assistance in the face of such a problem. Specifically:

1. How many students and teachers know where to go if they have a question about a legal or ethical issue? How many have used such a resource? Where did they learn about the existence of the resource?

2. What resources are available to aid advisers faced with a legal or ethical dilemma?

3. How much support is there among professional media for the student media in general? for student media in their locales? How much contact has there been? Under what circumstances do they or would they become involved?

Journalism educators who responded to the recent survey suggested four questions that were referred to quite clearly in the literature. The first two have received scant attention by researchers; the latter two require continual analysis and re-evaluation. The four are:

1. Does the current staff of publications adequately represent the distribution of student groups in the school? How are staffs selected? What efforts are made to insure representation? What could be done if this is a problem?

2. How do the perceptions students, staff members, advisers, and administrators have of the role of the student media correspond to their attitudes about freedom of expression for student journalists?

3. What workshops are available for minorities interested in media work or for students interested in learning more about their rights and responsibilities?

4. What have the courts said today about the freedoms and responsibilities of the student media and publication advisers?

The survey respondents indicated a good deal of interest in the legal and ethical concerns, particularly broad applications and implications within the school setting. Their questions, somewhat broader than those implied in the literature, were concentrated in three areas: the extent of the problem and how it is perceived, ways legal problems have been dealt with successfully in the schools, and steps to increase freedom of expression in the schools.

Parameters: The educators suggested the need to determine both the extent of legal and ethical problems and the context within which those issues most likely arise. Specific concerns include the following:

1. How much of a perceived threat to student media is the issue of freedom of expression, according to students, advisers, and administrators?

2. Are student rights and responsibilities defined differently in large schools than in small schools? If so, how and why?

3. With the adviser carrying the brunt of recent attempts to control the student press, has there been a noticeable change in the adviser's attitudes toward freedom for student journalists? If so, how?

4. How extensive is sexist and WASP-oriented language in journalism texts and how does it affect the perceptions of youth in general and minorities in par icular?

Successful Models: Several researchers suggested that an effort be made to identify tools and techniques useful in developing an environment where freedom of expression is the norm. Two specific questions raised were these:

1. Have schools been able to satisfactorily balance student freedoms and student responsibilities with the student publications? If so, how?

2. What contributing factors lead a model policy statement or procedural guidelines from idea through adoption to enforcement?

Looking Ahead: In addition to dealing with current legal and ethical concerns, an eye must be cast to the future, several survey respondents noted. Current, recurring problems must be resolved, they suggested, as they offered several specific questions that deserve attention:

1. How much awareness and use of the Student Press Law Center is there? Who subscribes to the SPLC Report? Has the Center had any impact?

2. Where are most press rights cases litigated? Under what circumstances?

3. How aware are advisers and administrators of legal jurisdiction and how and where the law applies?

4. Where do the adviser and the principal learn about the law regarding student rights and responsibilities? How are the source and content of information associated with attitude or behavior regarding censorship?

5. Is there disparity between awareness of the law and compliance with the law? If so, why?

6. What impact have court rulings about student rights had on the operations of the school in general and student publications in particular?

Conclusions

In its January 1980 report, the AEJ's Standing Committee on Research commended the efforts of the relatively small (72-member) Secondary Education Division for its efforts to stimulate research activity. Yet, the committee noted, there were too few convention papers and a need for additional research. As this paper reveals, a great many research questions remain unanswered--with different and demanding problems arising with each new school year.

Several conclusions emerge from the research synthesis of high school journalism:

Student publications and the journalism class--Most of the research topics involving day-to-day concerns fall into this category, and they constitute the majority of articles in the journals studied. Journal articles reveal little or no empirical support, however, with discussion of personal approaches to daily dilemmas. Research interest in this area by AEJ members, meanwhile, focuses on the larger, contextual framework of high school journalism.

The publication adviser and journalism teacher--Research in this area has focused on descriptive studies of the role and beliefs of the adviser or teacher. Although the role of the adviser is changing, new pressures are arising, and the need for teaching and advising resources persists, the journalism educators doing research express little indication that this is a pressing area of concern, and their research interests turn elsewhere.

Adviser and teacher training--Teacher certification and adequate preparation of advisers and teachers remain serious concerns, according to both the journals and the respondents in the recent survey. Researchers indicate concern about defecting advisers and the lack of certification requirements, but so far have given little attention to why these problems exist and how they could be dealt with.

Legal and ethical issues--The question of why also has been lacking in the research in this much-discussed area. Numerous articles describe the need for minority representation on student publications or the first amendment problems facing scholastic journalists and advisers. Likewise, many journalism educators bemoan the lack of freedom for the student press or oppression in some schools. The legal status is described and continues to be examined, but so far there has been little research into the impact of the law and the consequences of the few prescribed solutions offered for legal and ethical problems.

It is painfully obvious to Secondary Education Division members that too few persons are interested in these questions. Yet it is these persons who have provided much of the empirical research reported in the literature.

If the goal of such research efforts is the improvement of scholastic journalism, more individuals who can effect these changes must be reached and convinced. The audience for some suggestions--those pertaining to teacher and adviser preparation, for example--is at the college and university level. This group can be reached through AEJ convention presentations and an occasional article in Journalism Educator. But for a much larger proportion of the needed research, the audience consists of high school journalism advisers and teachers. Empirical research must deal with their interests and concerns, and results presented to them through their publications and at their conventions.

The journalism educator/researcher provides a useful perspective a step removed from the high school arena, and his or her contextual and theoretical concerns are essential to progress in scholastic journalism. But the daily issues and problems of teachers and advisers, implied in the scholastic journalism literature, need closer scrutiny, too, for two important reasons:

1. Many of the problems discussed in the journals are based on personal experiences that, although helpful, provide little generalizability and, therefore, limited usefulness.

2. Such empirical studies might encourage similar research on related topics, suggest topics for further study, and instill interest in high school teachers and advisers who previously have spurned such efforts.

Perhaps more incentive for research must come from the editors of scholastic journalism publications and foundations or student press organizations able to offer researchers more financial motivation. Encouragement similar to that of the Quill and Scroll Foundation, which offers grants of up to $250 to graduate students doing research on high school journalism, might stimulate more advisers and teachers to do empirical research.[9]

Journalism educators, particularly members of AEJ's Secondary Education Division, can make important contributions through qualitative analysis of high school journalism, attention to the adviser turnover problem, and concern about better preparation of teachers and advisers. Some answers are available only through long-term research that so far has not been done. Also needed is solid applied research involving the daily problems of producing publications and teaching journalism, the changing role and responsibilities of the teacher and adviser, and the extent of minority representation in journalism classes and in the student media. Weaknesses, in short, concern the lack of empirical bases for day-to-day decisions and failure to go beyond the description of problems to the reasons such problems exist.

Ann Christine Heintz, a member of the Commission of Inquiry Into High School Journalism, which produced the controversial Captive Voices, expressed weariness in a recent defense of the work. After she described some positive developments in high school journalism since Captive Voices was published, she noted that there is much more to be done. "(A) sizeable body of that research is inside the heads and hearts of JEA (Journalism Education Association) members," she wrote, concluding with a charge that could be addressed to anyone interested in improving scholastic journalism: "Are you up to the challenge?"[10]

Notes

[1]DeWitt C. Reddick, "Relating to Secondary School Journalism: Two Problems," The CSPAA Bulletin, 32:4-11 (October 1974); from an address to AEJ Secondary Education Division members in 1973.

[2]See Captive Voices: The Report of the Commission of Inquiry Into High School Journalism (New York: Schocken Books, 1974).

[3]See Bill Ward, "Reading Between the Lines," Scholastic Editor Graphics/Communications, 54:22-25 (February 1975); and Louis E. Ingelhart, "A Look at Captive Voices," NASSP Bulletin, 59:7-13 (February 1975).

[4]John Bowen, Captive Voices: Another Look (CEA Publications Program, 1976).

[5]Lois Weiner, "Captive Voices: Are They Still?" Communication: Journalism Education Today, 12:4-7 (Spring 1979).

[6]See, e.g., letter from Ann Christine Heintz in Communication: Journalism Education Today, 13:6 (Winter 1979).

[7]393 U.S. 503 (1969).

[8]See David C. Henley, "Journalism Teachers' Backgrounds are Single Most Important Factor," Quill and Scroll, 49:13-15 (December 1974-January 1975); Jack Dvorak, "Job Satisfaction, Communication: Two Key Areas Affecting Censorship," Quill and Scroll, 50:7-9 (February-March 1976); E. Joseph Broussard and C. Robert Blackmon, "Survey Identifies Characteristics of a Knowledgeable Journalism Teacher/Adviser," Quill and Scroll, 52:11-13 (April-May 1978); James A. Crook, "Teaching Mass Media: The Adviser's Role," Communication: Journalism Education Today, 8:4-7 (Spring 1974).

[9]See also information on possible funding sources via "National Funds, Fellowships and Foundations in Journalism," "Collegiate and Scholastic Services" and "Media and Professional Associations," Journalism Educator, 34:95-102 (January 1980).

[10]Ann Christine Heintz, letter in Communication: Journalism Education Today, 13:6 (Winter 1979).